INNOVATIVE LANGUAGE TEACHING
(on the example of pre-school education)

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ABSTRACT

The subject of the research in this article is the innovative methods of teaching a foreign language. The author considers innovative activity as a process of mutual influence, the strength of which depends on both the ability to use various innovative methods and techniques in teaching, and the spiritual wealth of the personality of the teacher. This article deals with the problem of finding new methods and ways to increase motivation for teaching foreign languages. One of these forms is new pedagogical technologies, the introduction of which facilitates effective language learning. The article defines the concepts of "Pedagogical technology" and "Smart education", which can provide a high level of education that meets the challenges and opportunities of today's world. The author emphasizes that it is not enough for a new generation of teachers to be competent in their field of knowledge, it is necessary for the educational process to use methodological innovations that are currently associated with the use of interactive teaching methods. The author considers several interactive methods, the implementation of which will contribute to the achievement of the goal - improving the efficiency of the educational process, achieving high efficiency for all students.

Keywords: innovative methods, creativity, personal strength, information technology, pedagogical technology, independent work, linguistic social networks.

1. INTRODUCTION

The modern world is in the midst of global technological renewal and digitalization, which requires the development of new didactics for teacher education and new didactics for the educational process. In an era of radical changes in education, the requirements for the professional and pedagogical training of teachers are significantly increasing. In the professional training of teachers, it has become necessary to clarify the balance: the teacher is the bearer of relevant cultural and technological knowledge and designer of modern didactics, new educational ideas, processes and technologies for the near and far future. It is important in the process of mastering the educational program to develop the student's ability to predict and design his or her professional and pedagogical career. Of course, this is a discussion issue. But if we take into account the new state order for all levels of education and technical and technological modernization, we should pay close attention to working with the future [1, p.2].

In recent years, there has been an interest in teaching foreign languages to preschool children, which is determined by modern trends in the development of the system of the upbringing of a child due to changes in the socio-cultural situation. Previously, when working with preschool children, the emphasis was placed solely on mastering their native language, but now more and more attention is being paid to the study of a foreign language.

The lowering of the age threshold for the beginning of foreign language training to preschool age makes it necessary to develop a special age-oriented methodology. The development of such a method is especially relevant for various children's leisure centres and family education conditions, where the goals of speech development of the child can be realized by teaching both his native and foreign language.

2. LITERATURE REVIEW

There is a perception that early foreign language learning "takes away childhood" and makes life difficult for children who are not yet of the age when they are sent to school. However, the experience of domestic and foreign scientists proves that learning a foreign language develops the child and lays a good

foundation for the future study of not only a foreign language and other subjects, but also helps with the formation of personality preschooler, according to the position of L.S. Vygotsky (2005), E.N. Passov (1989), L.G. Pochebut (2016), S. Robert (2015), A.B. Vitol (2002), J.S. Bruner (1983).

According to A.N. Leontiev (1981) and E.Y. Bakhtalina (2000), foreign language has a beneficial effect on the general mental development of children (attention, memory, imagination and thinking), on the formation of correct behavioural patterns in preschool children, on the best mastery of the native language, as well as on the development of speech in children in general. It is preschool age that is the most sensitive to language learning because children are much easier and quicker to memorize language material, thanks to the peculiarities of memory work and the absence of psychological barriers. From S.L. Rubenstein (2006) and W. Rubenstein. Penfield (1994) as well as J.S. Bruner (1992) it should be noted that for the most successful early learning of a foreign language it is important to organize educational activities correctly, taking into account all psychological and pedagogical features of children of this age [Foreign languages at school 1990: 39].

It is known that early childhood, or pre-primary age, is a period from 1 to 3 years. However, in the domestic theory and practice of foreign language teaching, the issues of primary foreign language teaching of children are fully investigated only concerning the average (4-5 years) and senior (5-6 years) preschool age, which was determined by the tasks of ensuring the continuity of preschool education in kindergarten and primary school (M. 3. Biboletova, N. D. Galskova, N. A. Gorlova, E. I. Negnevitskaya, 3. N. Nikitenko, N. A. Tarasyuk, A. N. Utekhina, etc.).

3. RESEARCH METHODOLOGY

In the research work on the theoretical level, the following methods of research were used: the method of analysis and synthesis, the theoretical method of analysis of methodical literature to select and systematize the appropriate methodical literature, methods of studying the experience of foreign and foreign teachers. At the empirical level, the following research methods were used: trial training, elements of the method of included observation.

4. MAIN PART

Nowadays, the goal of teaching a foreign language cannot be only the transfer of linguistic knowledge and the development of speech skills among students. In the conditions of globalisation and integration of languages and cultures, a sociocultural component has become central to foreign language lessons, playing a significant role in the development of a student's personality and broadening his or her general outlook. The sociocultural competence represented in the state standard of basic general education in a foreign language is defined as the totality of knowledge about the country of the studied language, national and cultural peculiarities of their speech behaviour and the ability to use this knowledge in the process of dialogue of cultures [4].

In recent years, major changes have taken place in teacher education, covering almost all aspects of the learning process. The issue of applying modern pedagogical technologies in teaching foreign languages is increasingly being raised. New methods and forms of teaching are emerging, which, in turn, represent not only different technologies of information exchange and transmission, with the help of which the learning process is carried out, but also one large system of teaching methods aimed at developing communicative knowledge of students and improving their speaking skills. The main task of a foreign language is to teach practical mastery of a foreign language, to form a basic knowledge, i.e. the ability to carry out a foreign language and international communication with native speakers.

The search for new pedagogical technologies is connected with the lack of motivation among students to learn a foreign language. Very often there is no positive motivation because when students learn a foreign language, they face some difficulties and do not learn the material due to their psychological characteristics. Experience shows that the use of different, modern, fresh sources and means provokes interest in students and increases their motivation to study.

Pedagogical technology is a set of methods, a field of pedagogical knowledge reflecting characteristics of deep processes of the pedagogical activity, peculiarities of their interaction, management of which provides necessary efficiency of educational process [2].

The application of modern pedagogical technologies in the process of teaching foreign languages makes it possible to reproduce learning situations, helps to complement traditional teaching methods,

contributes to the formation of fundamental skills of foreign language communication from the awareness of the possibility of expressing thought in another language to the independent solution of communicative problems, increases the desire and interest of students to study, makes them take a new look at the subjects under study, thus revealing their creative and intellectual abilities and talents [1]. At present, the concept of "SMART" is the main purpose of the development of educational systems. The main source of knowledge is electronic, educational Internet content, technological operations are providing feedback from teachers and students, exchange of knowledge between them. Smart education is a concept that implies a comprehensive modernization of all educational processes, as well as the methods and technologies used in these processes [4].

SMART education is capable of providing a high level of learning appropriate to the challenges and opportunities of today's world, will allow young people to adapt to a rapidly changing, unstable environment, will ensure the transition from book content to active content through a single common repository of learning materials with an analytical search system. The quality of learning materials in the repository should be continuously monitored through the introduction of different materials and work in conjunction with learning management systems.

Considering actual, innovative technologies, it is necessary to concentrate on more details on the theme of using Internet resources in foreign language teaching. The possibilities of using online resources are huge.

With the help of web resources you can perform the following tasks:
- to include materials from the network in the content of the lesson;
- to carry out an independent search of information by students within the framework of work on the project;
- to organize and develop reading skills and abilities using materials from the network of any degree of complexity;
- to improve listening skills based on sound texts of the network of online resources;
- to replenish a vocabulary with a lexicon, abbreviations of a modern foreign language;
- to study the culture of this or that language [6].

At present, there are a large number of sites devoted to an independent study of foreign languages. On such sites, you can find ready-made lessons by foreign language teachers, exercises, audio recordings, grammatical explanations that are not clear to the student.

Thus, at present, it is impossible to imagine the learning process without using innovative pedagogical technologies. Such technologies are firmly grounded in the modern education system. Today, a foreign language teacher has a lot of opportunities, which help to conduct their classes more interesting and cognitive. These opportunities contribute to a more active activity of students. Compared to the traditional method of teaching, new introductions to teaching inevitably change the role of the teacher. Its task is to increase students' independent work and support personal development. Such training allows increasing motivation for learning, significantly increases interest in learning, and gives good results in the formation of communication skills compared to the traditional method.

Knowledge and mastery of language mean, their application in communication depends on how effectively this material has been presented, consolidated and worked out. By a method that allows:
a) Motivate students to learn the subject,
b) promotes the development of language and speech competencies,
c) promotes faster and stronger learning of the material, is the game.

In modern science, games are considered as a method that can be effectively used in teaching a foreign language to both children and adults. It would be appropriate to give a classification of games that would allow one to orient oneself as to which games can contribute to the development of certain language skills. Thus, M.F. Stronin singles out the following types of games: 1. Lexical. 2. Grammar. 3. Phonetic. 4. Spelling. 5. Creative [7]. The first four can be referred to the so-called linguistic ones, the purpose of which is to form the corresponding skills. Creative games have a complex character, imply the creative application of learned knowledge and skills in the game situation.

For a teacher of the new time, it is not enough to be competent in his field of knowledge, the educational process must use methodological innovations, which today are associated with the use of interactive teaching methods. Interactive learning is based on the direct interaction of students with their experience and the experience of their friends [8].

The purpose of interactive learning is to improve the effectiveness of the learning process, in which all students achieve high learning outcomes. Let's consider this problem on an example of teaching a foreign language, in particular, English, by correspondence students. Interactive training assumes immersion of the student - correspondence students in the real environment of business cooperation for the decision of problems for development of necessary qualities of the future expert. All participants in the educational process interact with each other, exchange information, jointly solve problems and model the situation.

The use of interactive forms of education when working with distance learning students has several advantages, namely: - involvement of the student in training process any more as passive listeners, and as active participants; - an increase of motivation of the given category of trainees to studying of a subject; - mastering of modern technical training means; - formation and development of skills of independent work on information search and productive use of the received knowledge in practice.

It should be noted that the educational process with distance learning students, based on the use of interactive technologies, is designed to involve all students in the learning process regardless of their level of language training. Collaborative activities mean that all participants exchange information and ideas. Such activity creates an atmosphere of free communication characterized by cooperation between participants in the educational process, equality of arguments, accumulation of common knowledge, fair evaluation and mutual control.

Let's consider several interactive methods of training, the introduction of which will help to achieve this goal - to improve the efficiency of the educational process and achieve results in all students.

1. **Discussion in groups.** Discussion in groups is spent, as a rule, on a concrete theme and aimed at finding the correct decision and achievement of better mutual understanding. Group discussions contribute to a better understanding of the material to be learned. In the first stage of the group discussion, an assignment is given for a certain period, during which they should prepare an informed, detailed answer. The instructor can set specific rules for holding group discussions: - implementing an algorithm for identifying a consensus; - appointing a leader to lead the group discussion. In the second stage, such discussions with the instructor lead to group decisions. A type of group discussion is a "round table", which aims to share information about problems and your understanding of the issue to learn about experiences and achievements in this field.

2. Training. Training is a form of interactive learning that aims to develop interpersonal and professional communication skills. The advantage of training is that all participants are actively involved in the learning process. Learning Requirements: - The optimal number of participants – 10-15 people, by the number of participants in the audience, which promotes active cooperation among its members;
- the participants are familiar with the objectives of this training at the beginning of the training;
- "Introduction" and "agreement" in the first session, i.e. the rules of the group's work;
- creating and maintaining a friendly atmosphere of trust throughout the training;
- inclusion of all participants in the active work during the training; - respect for the feelings and opinions of each participant; - technical support of the training process;
- an effective combination of theory and interactive exercises;
- mandatory post-training summarisation of training results.

The instructor conducting the training must have psychological and pedagogical knowledge and be able to use it skillfully in the learning process, know how to obtain information, collect and present it to participants, influence their behaviour and their relationships.

3. Discussion. In the process of discussion, participants should discuss problems in public or freely exchange knowledge, opinions, ideas on controversial issues. Its essential feature is the combination of dialogue-discussion and dispute-confrontation of different points of view and positions. Discussion is person-centred learning. It is characterised by active interaction between students and each other and intensive, personalised learning by the teacher. The merit of the discussion is that it shows how well the group understands the problem.

Any discussion usually takes place in three stages: 1. Identifying the problem; 2. Solving the problem; 3. Summing up. The first stage is the adaptation of the participants to each other, through which it is possible to formulate the problem, the objectives of the meeting, the regulations and the rules of the debate. The second stage involves the participants speaking, answering questions, gathering as many ideas and suggestions as possible, suppressing the personal ambitions of the participants and deviations from the topics discussed by the teacher. And the third stage is an analysis of the discussion results, coordination of opinions and views, joint formulation of decisions and their adoption. During the discussion, the pupils may either complement each other or oppose each other [6, p.10]. 124 The type of discussion chosen by the instructor, depending on

the task, maybe a combination of different types of discussion (classical discussion, express discussion, text discussion, problem discussion, role-playing, round table). The advantage of discussion is that a discussion for a short period (and the number of hours in absentia is limited) allows the teacher to model real problems, to develop the ability of the student to listen and share his thoughts with other participants, to interact and analyze the real situation, to separate the important from the unimportant. Thus, the discussion provides an opportunity to understand and evaluate the diversity of existing views on a problem, to conduct a comprehensive analysis of each of them, hearing the individual opinion of each participant in the discussion on the topic. This form of work with the student is very important and productive since in the course of the discussion they acquire the communication skills necessary for their further professional development.

4. The brainstorming method. It is a rather popular method for solving problems by stimulating creative activity. According to this method, the teacher offers a group of students to give as many answers to the question as possible. "Brainstorming" occurs in three stages [1, p. 16]. At the first stage, the group is faced with a problem. Participants make assumptions one by one in a precise and concise form, the teacher writes down their ideas on a blackboard or a poster without any comments. In the second stage, the ideas are discussed and opinions exchanged. At this stage, the group needs to find a way to use or improve their ideas. In the third stage, the group makes a presentation of their work.

For "Brainstorming", participants can be divided into several groups: - generators of ideas, who formulate different proposals to solve the problem; - critics, who try to find a negative in the proposed ideas; - analysts, who link the developed proposals with real conditions, taking into account critical comments, etc. 5. Problem-based learning In the context of problem-based learning, it is not only the educational problem or problem-based task that is important but also the teacher's skill in presenting the issues.

The questions in the organization of the learners' activities will help to teach them how to reproduce the information and perform reproductive activities. Ultimately, it will stimulate creative thinking among learners, enabling them to discover and acquire new knowledge, skills and abilities. Questions may be as follows: - What is the real idea? What is the point? Give a definition ... Describe ... Tell me... Explain ... What's the difference? Give examples ... Sum up ... Classify. - How can you solve it differently? What are the reasons? Do you agree with this statement? Do you want a counter-argument? What are the disadvantages? What's your prognosis? The basic principles of working in an interactive lesson: - all participants are the same regardless of age, social status, experience and place of work; - each participant has the right to express his or her opinion on every issue; - there is no room for direct criticism of the person (you can only criticize the idea itself).

The study of theoretical and practical materials showed that such issues of teaching a foreign language to preschool children are studied as teaching based on the integration of different activities, the use of a fairy tale plot, creative situations, the development of the method of figurative modelling, making up a propaedeutic course based on music, intensive methods of teaching a foreign language, teaching a foreign language to children of preschool and primary school age in the system of unified requirements, etc., etc.

During that age period, the foreign language is regarded as a means of forming a child's intellectual capacities and of developing the child's personality, taking into account the motives, interests and abilities through leading activities. Foreign language teaching for preschool children in older age groups is based on the modelling of typical situations of communication in the course of play and creative (music, graphic) activities.

In this way, the methods considered are aimed at improving the efficiency of mastering the material studied by pupils and encouraging them to study and master new knowledge. These methods can be used not only by distance learning students in foreign language (English) classes but also to study other subjects in any educational institution with different levels of education.

5. CONCLUSION

The purpose of this article was a theoretical justification of the method of teaching a foreign language in preschool age. To achieve this goal it was necessary to solve a set of theoretical and practical problems. A special place in the field of foreign language teaching in the preschool period of childhood is occupied by the "governess method", which at one time provided conditions for bilingual and multicultural development of the child (L. V. Scherba). Today we can talk about renewed interest in this method and its active use along with other, more modern methods, especially in the conditions of homeschooling.

The study shows that, in line with current trends in the organization of conditions for the development

of children in the family and some preschool institutions (such as leisure centres), the problem of early foreign language learning becomes socially important. This determines the need to develop innovative approaches to early foreign language teaching, which make it possible to lower the age threshold for starting foreign language teaching.

The article concludes that the main factor of a child's development in the period under consideration is, first and foremost, the development of his or her subject-manipulative play in the conditions of communication mediated by speech, which in turn affects the transformation of other activities.

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